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# Edgecliff Student Newspaper

Edgecliff College - Cincinnati

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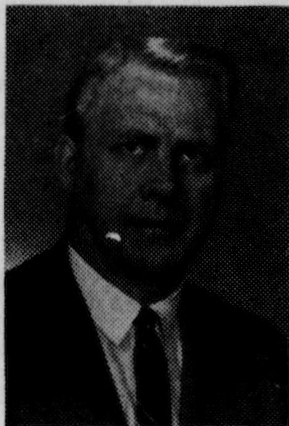
## Students, Faculty to Explore Academic Freedom

"Academic freedom for students exerts the same kind of positive rejuvenating and sustaining influence in colleges and universities as freedom anywhere expressed exerts in other social institutions." This statement represents both the point of view and the point of departure from which Mr. Dean E. Tollefson, associate director of the Kansas City Regional Council for Higher Education, will address the Faculty-Student Working-Seminar Sunday, March 19, at 1 p.m.

Elaborating on his position, Mr. Tollefson continued: "The influence of student academic freedom can and does advance the interests of both individuals and educational institutions. This development is achieved by sustaining the initiative of individual students and by insuring respect for their right to express themselves, whether verbally, in writing, or through association with other students, faculty and campus guests." In conclusion, he added: "No greater threat to learning exists than the compro-

mise of respect for individual learning and the exertion of inhibiting forces on their initiative."

Mr. Tollefson, who is presently working on his Ph.D. in higher education administration and phi-



Mr. Dean E. Tollefson

losophy of education at Southern Illinois University, has previously spoken to many student groups on the topic of Academic Freedom.

The Seminar, under the sponsorship of Student Council, will be open to all students, faculty and

administration. Judy Morshauser, president of Student Council, expressed the desire that "everyone on campus take an active part in the Seminar." She continued: "We chose the time, Sunday from 1 to 5 p.m., hoping that it would be convenient, but yet, allow enough time to discuss the material thoroughly."

The Seminar will begin with the keynote address by Mr. Tollefson on "Academic Freedom—Its Challenge to Student Initiative and Responsibility." His talk will be followed by two short panel discussions by students, one on government and one on the press, in order to make applications from the general address to the specific situations on the Edgecliff campus. Student Council hopes that the speech and panel discussions will provide a starting point from which the subsequent, smaller discussion groups can take up these problems and suggest solutions.

The emphasis will be on the members of each interest group, be it administration, faculty or student, contributing his or her unique

viewpoint and suggestions, Judy Morshauser explained, "since this is the only way in which the situation can be seen in its totality and solutions can be offered which will satisfy everyone, rather than creating tensions."

In order to assure the permanent success of the seminar, Student Council's president has promised that "the suggestions which evolve from the Seminar will receive serious consideration by Student Council." She added, "This is why we are calling it a Working-Seminar."

Commenting on the Seminar, Mr. Tollefson said, "Your plan of action, which can unfold gradually giving all people in your campus community an opportunity to reflect upon, discuss, and participate in new developments, is a way in which you can reasonably expect to retain and build upon the confidence of the faculty, students, administrators and trustees."

He concluded: "In the development of critical policy, the issue most often is whether progress can occur as a campus community en-

deavor; the hazards are reactionary or opportunistic power-plays. So let me commend you on what appears to be a very deliberate and open approach to a very important matter."

### Students Will 'Air' Opinions

The experimental humanities course, Arts Forum, offered at Our Lady of Cincinnati may be introduced to the public through radio station WCKY's College Forum April 1. Mr. James Kennedy, head of the art department, is still considering plans for the program, and has not yet chosen representatives from the 160-member class for the discussion.

College Forum, new this year to WCKY, is a twenty-minute discussion by college students, aired after the Saturday 7 p.m. news. The students consider education, government, law, business, church, communication, sociology and other public affairs subjects. Students and faculty from Kentucky, Ohio and Indiana colleges and universities participate in the program under the moderation of WCKY's director of public affairs, Mr. Lloyd Baldwin.

Also being formulated are plans for a May 20 discussion under the direction of the philosophy department's chairman, Mr. Robert Buse. The discussion will center around the relationship of philosophy to other studies and life in general. He has named four students to join him in the discussion: Sister Mary Kristin, R.S.M., Karen Wullenweber, Jo Ann Franzen and Patricia Kilduff.

Our Lady of Cincinnati has taken part in two other College Forum programs. On Nov. 19, seniors Janice Helmers, Lynne Radford, Penny McDonald and Judy Morshauser gave their views on the question of political clubs on campus as a means of educating students to civil responsibility. On Feb. 11 the psychology department was represented by juniors Diane Deller, Mary Cappel, Mary Littelmann and Helen Valerio, who gave their opinions on the importance of psychology in education.

In addition to WCKY's program, students have participated in a program entitled College Conference, aired by WLW radio on Sundays between 1:35 and 2 p.m. Representatives from each of the selected colleges discuss a given topic under the direction of moderator Mr. Bill Meyer.

On May 28 Penny McDonnell, a senior, will present her views on the ways and means of reducing the highway death toll. No date has been set for the broadcast of a discussion on the question, "Should France continue to have a voice in NATO?" which senior Lynne Radford will participate in. Earlier this year, students JoAnn Franzen and Maria Curro took part in College Conference discussions.

Our Lady of Cincinnati public relations director, Mr. Robert Otto, feels that student participation in programs such as those provided by stations WCKY and WLW "not only tends to improve college-community understanding, but also provides a valuable opportunity for student exposure to public speaking." Students who participated in the programs confirmed Mr. Otto's opinion.

### Astrophysicist to Visit Edgecliff

Dr. Wesley S. Krogdahl, distinguished American astrophysicist, will visit Edgecliff March 14-15. A large segment of the student body will have an opportunity to meet Dr. Krogdahl when he delivers an illustrated lecture on "The Creation of the World" to the juniors and seniors in the Edgecliff Theatre at 3 p.m. on Wednesday.

Dr. Krogdahl is a professor in the department of physics and astronomy at the University of Kentucky and has come to Our Lady of Cincinnati under the auspices of the American Astronomical Society.

While on campus Dr. Krogdahl will also meet with several smaller groups of students to discuss the following topics: "Is Space Really Curved?", "The Origin of the Chemical Elements," "The Uses of the Dopler Effect in Light from Astronomical Sources."

Dr. Siegmund A. E. Betz of the College, who was instrumental in arranging Dr. Krogdahl's visit, hopes to discuss with him the possibilities of expanding the astronomy program at Edgecliff.

### Philosophers and Physicists to Share Views on Reality

Modern theories in physics which are raising philosophical questions will stimulate discussion for a "Symposium on Physics and Philosophy," March 15 at 4 p.m., in Grace Hall 401.

The interdisciplinary sharing of knowledge is an effort to arrive at a better appreciation of reality, as seen from each of the viewpoints of philosophy and physics, said Mr. Nadeem Tannous, a representative of the college's physics department. The participants will examine the relationship between the theories of quantum mechanics (which postulates constant motion in the ultimate, most minute particles of matter) and a traditional philosophy of stability. Another problem which physics presents to philosophy is Werner Heisenberg's (1901-) indeterminacy or uncertainty principle of matter and its apparent conflict with Thomistic philosophy's principle of final causality.

Mr. Frederick Werner, physics graduate coordinator from Xavier University, will be the discussion leader at the symposium. Participating members of the Edgecliff

faculty will be Mr. Tannous, Dr. Charles J. Schare, chemistry department; Mr. Robert Buse and Mr. Donald Hogan, philosophy department.

The seminar is open to inter-

#### Drama Theses

### Seniors Present Yeats, Joyce

Pat Flanagan and Martha Hilmer, two majors in the speech and drama department this year, will present their senior theses March 19 at 3:30 p.m. Although the audience for the Sunday performance in Emery Gallery will be by invitation, a dress rehearsal on the evening before will be open to the faculty. Possibly, Pat and Martha will perform excerpts for the Arts Forum classes the following Tuesday.

For Pat's directing thesis, she will direct and act in two one-act plays by William Butler Yeats—*A Full Moon in March* and *Calvary*.

"These dance dramas," she says, "use many devices of the oriental

theatre, as well as some of Yeats' own dramatic inventions." The music, which is pure percussion with voice, was composed by Maria Curro, also a student of this college.

Acting in the dramas will be: Pat Flanagan, Maria Curro, Philip Romito, Shannon Quill, Gail Junker, Barbara Hamilton, Susan Brockman, Patty Bockelman, Renee Earl and Maureen Flanagan. Barbara Labanz will manage the stage.

Martha has selected for her thesis a dramatic reading, "Anna Livia Plurabelle," from James Joyce's *Finnegans Wake*. This dialogue between two washwomen along a river concerns Anna Livia, who is the personification of them and of all women. "In the excerpt from the author's most difficult work," Martha explained, "Joyce employs a strange combination of English dialects. This unique language is based on the feeling the sounds convey, rather than on their literal meaning."

"The interpretation," Martha continued, "will be very challenging to my vocal and dramatic ability. Although it will not be easily understood, the selection," she said, "is one that 'ought to be done,' since it is such a powerful testimony to the fact that words go way beyond what they literally say."

#### Irish to March

Cincinnati's will witness the city's first St. Patrick's Day Parade, when the Irish (and any "Irish-at-heart") march with the Ancient Order of Hibernians. The parade, which will begin at 4:15 p.m. March 17, from 12th and Race Sts., has as its theme "Youth and Patriotism."

### New Plan Proposed for Student Elections

Aware that student elections are approaching rapidly THE EDGECLIFF staff invited student leaders to participate in a discussion of the problem of elections and its possible solutions.

The first question arose spontaneously. "Why would anyone want to run for a student office?" Speaking from their own experiences, student leaders generally agreed that a student office demands much of a student's time which could be spent in other important activities, and often this results in interests and friendships becoming completely centered on a transient part of the student's life.

"Being torn between your studies and the jobs of your office, knowing that you aren't reaching everyone that you should, and the feeling that the amount of effort expended on the office is not proportionate to its results, are often

frustrations," several speakers agreed.

Nevertheless, each girl was acutely aware of the reasons for accepting an office. Some felt that the responsibility of being a productive rather than a symbiotic member of the campus community was most important. Others agreed, but added that they felt the necessity for trying to improve the situation. Someone else remarked that what kept her committed to her office was "the real feeling of support" she received from the other officers and girls with whom she worked. She concluded that it was much easier to work as a group than as an individual.

The conversation turned to the question: "Could major campus elections be improved so as to entice really qualified and committed students to seek the offices?" The answer was overwhelmingly affirmative. A possible plan was

drawn up based on an extension of the petition system inaugurated several years ago. Hopefully, the petition submitted by the candidate would include her definition of the issues on campus, her position towards them and her proposals for executing their solution. It also seemed appropriate that one of the coffee hours be devoted to the candidates. They could present their platforms informally and then talk individually with their voters. A final suggestion was added to make it easier for those who had never held a seat on Student Council to petition for one of the offices which would automatically place them on Council—perhaps the candidates could observe one of the regular Student Council meetings.

In conclusion, the student leaders said they realized that these were not the only possible solutions but that possibly they were a step in the right direction.





## Book-Roulette Claims Heavy Tolls

Recently, it has been called to our attention that the problem of missing and/or "stolen" articles runs rampant on our campus. We would like to offer a few practical suggestions for protecting one's personal belongings.

First of all, upon even casual observation, one sees that the Check Room and book shelves are in a perpetual state of disorder. We're very much afeared that no amount of euphemisms will cover up the fact that these two areas are plainly — a mess! As a result, the probability of misplaced and "mistaken" articles soars sky-high. Soaring also is the temptation to play "book-roulette." Book-roulette is an interesting game played mostly among students in required courses. The rules are simple: if you can't find your own book — for example, a logic book — you simply take any logic book. Proceeding logically, one concludes that if the game is played long enough you might end up with your own book again — your very own book that just happens to contain your notes and your code of study that you need during exam time. So, how about trying to keep the Check Room and the book shelves neat?

Another little suggestion we'd like to make is that you write your name in your books. If you must insist upon casting your books into the Check Room chaos, you might — just might — be able to retrieve them successfully if your name is clearly and distinctly marked in them — on the inside of the hard cover, not on the fly leaf where it can easily be torn out. A little time, effort, elbow grease and correct spelling ought to do the trick. (We hope!) We also suggest that you write your name in the book the day you buy it and not wait until the night before the final exam — when you've finally caught up with your own book or the one you think might — just might — be your own book.

Our third practical suggestion is a great big push. That is, a great big push to have a definitely assigned, clearly marked, universally known and acknowledged Lost-and-Found Room. Such an area would serve two purposes: one, as a place for those people finding lost articles to put them and two, a place where those people losing articles can go to claim them. We sincerely feel that a Lost-and-Found Room — plus an honest application of our above practical suggestions — would greatly lessen the problem that is now plaguing our campus.

The staff regrets the publication delay of this issue. The completed issue, as it awaited delivery to the printer, was discovered "missing" from the Journalism Room. This necessitated overtime work.

## THE EDGECLIFF

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Page Editors ..... Barbara Jo Lyden '68, Karen Wullenweber '68,  
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### Guesting

## Philosophy—Pastime or Discipline? Queries UC Philosophy Chairman

In this issue THE EDGECLIFF staff poses various questions about the role of philosophy in the liberal arts curriculum to Dr. George Miller, Chairman of the Philosophy Department at the University of Cincinnati.

*Should philosophy be a requirement in the liberal arts curriculum?*

"I don't think anybody should be compelled to take philosophy," states Dr. Miller. While he believes that philosophy arises out of questions which all people can ask, he does not feel that most people actually ask these questions, nor that they necessarily need to ask them.

"Philosophy is a highly technical and specialized study. It is just as unreasonable to expect all students to be interested in studying philosophy as it is that everyone be interested in the details of physics."

*Does the fact that many students do not ask these philosophical questions impose any obligation on the part of the philosophy department to "enlighten" them?*

The philosopher, says Dr. Miller, does not have any serious responsibility "to alert" people as such,

to act as some type of "prophet." While the possibility of philosophical exposure should be available, it should not be required.

*What techniques should be utilized in the teaching of philosophy?*

Dr. Miller stressed the necessity of small classes, for discussion is very important if philosophical instruction is to be of value. As for the actual method of teaching, Dr. Miller states: "One can't talk about what philosophy is or what philosophy does without directing attention to a particular philosopher."

However, he does not advocate a merely historical survey approach, for as he says, "We do a philosopher a genuine disservice when we view him only within the historical framework." Rather we must question the relevance of what he has to say. In order to do this we must attempt to restate in contemporary terms the important problems which a particular philosopher has raised and then to evaluate his answers in light of our present knowledge and experiences.

*Does your department have any particular philosophical orientation?*

While there is no definite orientation,

Dr. Miller says that most of the department's seven members are all analytically inclined. However, he added that this is a very broad categorization leaving much room for individual difference.

Contrary to popular conception, he does not feel that this "inclination" rules out the possibility of metaphysics. In fact, he says that all philosophers are eventually drawn into metaphysical considerations whether they like it or not. These who accuse analytical philosophy of sterility or of asking only "esoteric questions" are, Dr. Miller feels, the impatient people, who want ready-made answers and who fail to recognize the very rigorous nature of the philosophical discipline.

Many people are attracted to the discussion of an appealing question like "Am I free?" or "Does God exist?" Yet such discussions are often pointless until such matters as what the question really means or if it means anything at all, are straightened out. This less appealing task is also the work of the philosopher. In this respect, philosophical instruction guides a student in constructing meaningful questions.

## Dialogue

### Prom Changes

The election of prom queen has once more been brought to my attention and has raised a few questions in my mind. If I may, I would like to share some of my ideas with you all, hoping for comment, or perhaps even a decision . . .

My first question is not so much a question but a problem as I see it. The problem is essentially one of the underclassman not knowing the seniors running for nomination. Once the senior has submitted her picture, she is then a candidate. All classes are then asked to vote on these candidates. As a rule, the only members or member of the senior class who is known to these voters is someone in the public eye.

Since I do not feel that one should be elected simply because one is known by many because of station, I feel that the seniors themselves are able to best judge the qualities of the candidate and therefore make a decision that is based on less superficial reasons.

Another problem that arose last year was lack of senior participation in the nominating process. This, I found, was due to the above reason as well as simple lack of desire on the part of some to participate. The senior was then badgered and questioned continually

for reasons and encouraged to enter into the competition. Personally I feel that each is capable of making a decision for reasons which do not have to be explained; a decision that should be honored by

those concerned.

This year I would like to see some solution to the above problems that is satisfactory to all those concerned.

— Vivian Michaud '67

### Inside Sullivan

Salty smell of white, freshly-popped popcorn, coming from the lounge, about 9:30 p.m. . . .

Muffled tones barely audible from a blackened phone booth, past midnight . . .

Little things: a doughnut brought back from breakfast for a late-sleeping roommate; a pear from yesterday's lunch; a Coke from Emery . . .

"Did you watch *Another World* today?" . . .

No clean knee socks on a biting January morning . . .

A visit to the chapel after dinner . . .

Getting up by the alarm at 8:45 to make (just) a 9:00 class in Grace Hall . . .

Understood silence between roommates in the morning . . .

Elevator claustrophobia at 7 minutes before the hour, Monday through Friday . . .

"Dorm meeting tonight? But I have three tests tomorrow!"

Sound of tears seeps through the wall from the room next door, late at night — unbetrayed tomorrow . . .

Uncontrollable laughter down the hall . . .

Five clean but unironed blouses stashed in a bottom drawer . . .

A sunrise appreciated from the lounge in the midst of finishing a term paper . . .

"Come get me when you're off the phone." . . .

Cherished, stolen isolation for 20 minutes under the hair dryer Saturday afternoon . . .

Sunday siestas . . .

A weekend pass in the form of a three by five green card . . .

Climbing into clean sheets Thursday night . . .

"The fifth day without mail! I'd settle for *Time*!" . . .

"The world is too much with us": a walk behind Emery and perspective again . . .

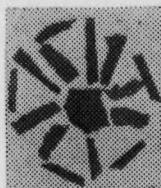
"Anybody need a date for Saturday night?" . . .

A call from ? that says "we miss you" . . .

Contemporary Cinderellas, at the stroke of 1 o'clock, leaving their princes . . .

"I swear I'll never go on another blind date!" . . .

— Penny McDonnell '67



### Person to Person

## College Community Experiences Deeper Level of Mutual Concern in Death of Faculty Member

By  
Mary A. Wolkling

"Surely his goodness and mercy shall daily attend thee," prayed the college community as they gathered to honor their departed member, Mr. Robert Von Schullick. This Mass was the culmination and expression of a month of intense concern about him which was shared by all who knew him — and this was nearly everyone for he was the type of person everyone wanted to know.

This initial mutual concern and deep sense of personal loss has matured in each one of us until it has awakened in us a new sense of what it means to have him, as well as any other person, as a part of our college community. His death has given us a deeper and truer insight into the meaning of community.

More than those physically present on the campus, the college community encompasses all those persons who have become part of the lives and persons of each physical member of the community. For, by knowing a person, our own self is in some way changed. The person we know becomes part of us, and the other people with whom we relate meet not only us but all the people we have known. It is in this way that Mr. Von Schullick is now a most important member of our college community. His goodness and knowledge must now be transmitted to the college community by those people of whom he is now a part.

The real pathos is that it took Mr. Von Schullick's death to bring us to this deeper experience of community, but the greater tragedy lies in the possibility that the

poignancy of this present insight might pass without our having realized its full implication. The real test of his continued presence in our community will be our success in striving to reach out to each other in deeper, more personal relationships.

Not only has he given us a deeper understanding of ourselves and of our situation but in still other ways his life has been an inspiration to us. His entire adult life was spent as a philosopher in search of the good, the true and the beautiful for, as he once said, "There is so much 'being' to know!" His entire person radiated and yet anticipated the experience of these transcendentals. Surely his eternal peace now includes the contemplation of transcendent truth and the knowledge of all Being.



## Student Council Delivers Promised Action

Student Council took action on a variety of campus problems at its February meeting. The topics at hand ranged from "lost and found" departments to the student-faculty working seminar.

Mandatory attendance at class meetings and students' property losses were the topics which shared the spotlight. The consensus was that class meetings should not be mandatory but that means of increasing voluntary attendance are needed. Advanced bulletin board notice of the meeting agenda and emphasis on the student's voting power were suggested as solutions. The officers of all four classes will meet to discuss the problem.

The problem of "lost" textbooks and dented fenders had been brought up at previous class meetings but few suggestions had been offered. The book problem was discussed first by Council and it was decided that Council would take on the responsibility for setting up and advertising a new "lost and found" department.

Several suggestions were offered for the delinquent parking problem. A committee was set up to study ways of enforcing mandatory car registration. For the present it was emphasized that fines would be enforced and that the policeman would be on duty in the parking lots during class hours.

A report on the Faculty-Student Working Seminar by Judy Morshauser, Student Council president, indicated that the committee was proceeding with the practical details. The committee has selected Mr. Dean E. Tollefson, associate director of the Kansas City Regional Council on Higher Education, as keynote speaker.

Old business included the following reports:

"The Happening" with Mt. St. Joseph has been rescheduled for Sunday, April 9.

It has now been established that Edgecliff will have mixers on Sunday nights during Lent.

Among the speakers suggested for the new Student Speakers Forum are: Dr. John Wilke, M.D., Pre-Cana lecturer; Mr. Eugene Ruehlmann, vice-mayor of Cincinnati; Judge Benjamin Schwartz, judge of Juvenile Court, and the

Rev. Raphael Damzell, C.P.S., director of the Coffee House at Holy Cross Monastery.

Final plans were made for the "Carnival" to be held on ground floor of Sullivan Hall from 11 a.m. to 3 p.m., Wednesday and Thursday, March 8-9. All the proceeds will be used to sponsor Edgecliff student volunteers for missionary projects.

Several subjects were discussed under new business. The motion was passed that the Edgecliff Student Council co-sponsor with the UC Newman Center the lecture by Mr. Douglas Hyde, ex-Communist,

at Wilson Auditorium Sunday evening, April 9.

Campus communication difficulties, with special reference to the bulletin board situation, was discussed. It was suggested that, if the bulletin boards were kept current, it would take less time for students to find and read the new announcements.

The meeting ended with Ann Glauber, sophomore representative, reading her class' suggestions: slacks in leaving the dorm, contemporary cards in the book store, and faster service in the Garden Room.

## Culture Swings in Cincy

### THEATRE

March 10-12 & 17-19

March 12-22

March 20-25

March 26

March 30-April 8

April 3

April 13-29

### ART EXHIBITS

February-April

March 5-26

March 11-April 22

March 30-May 14

April 2-30

### FILM FESTIVALS

March 12

March 16

March 19

March 20

March 26

April 2

April 9

### CONCERTS

March 10-11

March 18

Easter, XU Masque Society, XU Theatre

Marat/Sade, Edgecliff Theatre

Philadelphia Here I Come, Shubert Theatre, 8 p.m.

Walter Eyer, Director of the Walter Eyer Theatre School, Jewish Community Center, 8:15 p.m.

Fantasticks, Playhouse in the Park, 8 p.m.

Wait Until Dark, Shubert Theatre, 8 p.m.

The World of Sholom Aleichem, Edgecliff Theatre

"Disasters of War," Cincinnati Art Museum

James Kennedy Exhibit, Emery Galleries

Preston McClanahan III, Light Exhibit, Contemporary Arts Center

Christos Capralos, Contemporary Greek Sculpture, Cincinnati Art Museum

Rarrell Brothers Exhibit, Emery Galleries

La Strada, Great Hall, UC Student Union, 7:30 p.m.

The L-Shaped Room, Madison Theatre, Villa Madonna College Film Festival, 3:30 p.m.

The Cardinal, XU Armory, 7 p.m.

Cape Fear, Edgecliff Film Festival, GH 101, 7:30 p.m.

Cyrano de Bergerac, Great Hall, UC Student Union, 7:30 p.m.

Symphonie Pastorale, Great Hall, UC Student Union, 7:30 p.m.

Days of Wrath, Great Hall, UC Student Union, 7:30 p.m.

Everett Lee, guest conductor, and David Bar-Illan, guest pianist, Cincinnati Symphony Orchestra, Music Hall, 8:30 p.m.

"Mitchel Trio Concert," Xavier University, 8 p.m.

## Along Artistic Lines

### Georgy Girl, A Man and a Woman, Are for Real

by Maria Curro

This time of year, movie evaluations take on new importance, since the "best-picture-of-the-season" title is as yet unclaimed. Two of the films nominated for this award (and currently playing in Cincinnati) are quite interesting in their reflection of the current evolution of the movie as an art form. They are *Georgy Girl* and *A Man and a Woman*. Together I think they represent a significant advance in the film medium.

Both these movies, though they differ in tone, treat the problem of facing "love" realistically. Georgy knowingly compromises her original ideals about love to achieve

some tangible meaning for her life. Anne, in *A Man and a Woman*, fails to establish a compromise, so that her life in the future continues to be but a shadow of her deceased husband.

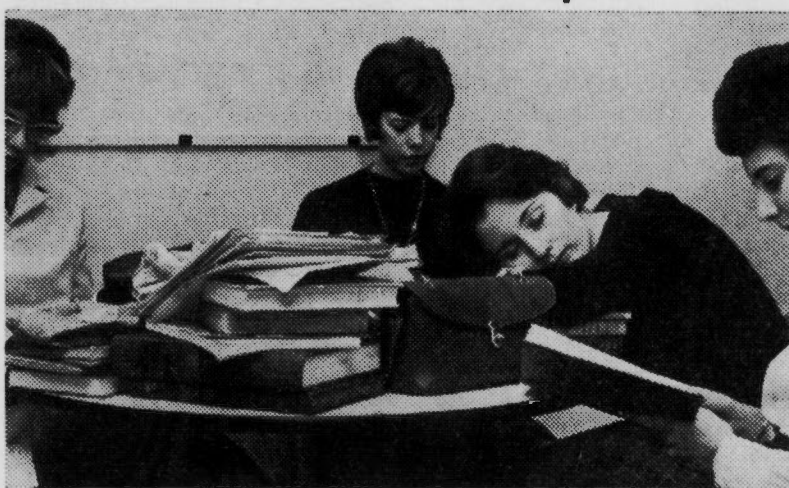
Anne demonstrates that life must be complicated and difficult and sad because people are, and because the contrived solutions we attempt to apply (like an ideal love match) are not usually successful. In Georgy's case, although in the end she finds a "solution," she will continue to "hide the loneliness there." The aim of this discussion is not to show that Georgy and Anne are pessimists or "persons unable to relate properly." On the contrary, they are recognizable characterizations of real life.

That the tradition of American

films has been to present escapes from life as we experience it is a simple observation. Life is never as simple as the situation comedy or the "soap opera" tragedy. It is much more realistic that the same Georgy who so enjoys living is the Georgy who buries her loneliness within herself, and that Anne and Jean Louis, who share so much of what is beautiful in life, cannot share anything really because of Anne and Pierre. In both instances, we are shown the disappointing combinations of happiness and sorrow which are the matter of human existence. The acceptance of *Georgy Girl* and *A Man and a Woman* by the American audience seems to be a definite step toward the development of a meaningful art form out of the movie industry.

## Here We Are

### Time Out for the "Pooped-Out"!



## From Results of Behavior We Learn Its Purpose, Declared Psychiatrist

"The cause of behavior is only a statistical probability," declared Dr. Rudolf Dreikurs, director of the Alfred Adler Institute of Chicago and professor of psychiatry at the Chicago Medical School, in his opening speech at the Adlerian Workshop sponsored by the Edgecliff Psychology Department, Feb. 26-27.

Dr. Dreikurs continued by saying, "We cannot know the causality of behavior, only its consequences, from which we can derive the purpose for which the behavior was performed."

In addition to lectures, Dr. Dreikurs conducted two demonstrations of his therapy techniques. The first, a family counseling session, centered around a mother, father and their eight children. Using his knowledge of family constellations, he was able to bring the family, especially the mother, to the realization that a child's responsibilities, through which he experiences a feeling of importance and belonging to the family, must be the result of the child's free choice and acceptance of his chore. This will alleviate the power struggle between parent and child which arises when the child is made to do chores.

Among the 105 workshop participants were two Edgecliff senior psychology majors — Maryann Steinbach and Mary Ann Wolking. "Dr. Dreikurs' group dynamics demonstration with six grade-school children was the part I enjoyed most," related Maryann

Steinbach. The children talked about fighting with their brothers and sisters.

Through questioning the children, Dr. Dreikurs established the fact that it is usually the younger brother or sister who takes on the older one. When the mother can't stand the commotion any longer, she breaks up the fight and saves the younger child. Asked what they would do if mother didn't come to stop the fight, the children all agreed that they would stop fighting.

Mary Ann Wolking cited Dr. Dreikurs' emphasis on the principle of self determination, the child's ability to elect to perform one behavior rather than another, as one of the most exciting developments of the Workshop. She claimed, "It was a welcome relief from the determinism of Freud."

Dr. Dreikurs brought the Workshop to a close with this statement: "Peace is the main work of today's world; we must overcome distrust on all levels."

## NEEDED: RECRUITS FOR THE REVOLT AGAINST COMPUTERIZED BRAINS!

Candidates to be screened at the March 21 Science Club meeting. Indoctrination—the film "Are We Becoming a Computerized Society?"

## Festivities Added To Lenten Giving

The carnival, sponsored jointly by Student Council and the National Federation of Catholic College Students, was held March 8-9. Nine booths decorated by the four classes contributed to the festive atmosphere.

As a replacement for the usual Lenten campaign for money sacrifices, the fair created an enthusiastic spirit along with bringing donations for the Volunteer Fund, which aids in transportation costs for students involved in such projects as the summer lay missionary activity on Arizona Navajo reservations.

## LIKE TO TEACH CCD?

Come and see the professionals at the April 4 get-together of CSMC. Meet PAVLA and Extension volunteers and learn about the work they are doing.

## Notable Quotables . . . Unclaimed!

Do you know who uttered these "immortal" words? If you're stumped, see page 4 for the answers.

"Man is a marvelous, marvelous animal!"

"Saint Boniface chopped down a cherry tree and set a precedent for George Washington."

"A genius is one who can upset the established order."

"We can hurt each other only if we care about each other."

"To travel hopefully is a better thing than to arrive, and the true success is to labor."

"The Church is essentially changing."

"Fear not; science will win!"

"He who has a 'why' to live for can bear almost any 'how.'"

## TAKE A TRIP FOR THE PRICE OF A SUGAR CUBE!

Have a "sweet" time in Central America for free via colored slides at the March Spanish Club meeting. Time of the meeting to be posted.

## Dean's List Acclaims 107

One hundred seven Edgecliff students have received recognition for their academic accomplishments during the first semester. They include:

**Seniors**—Mary Donovan, Sr. John Mary, R.S.M., Sr. Mary Kristin, R.S.M., Judith Morshauser, Sarah McDermott, Jacquelyn Woodruff, Sr. Carolyn Mary, R.S.M., Patricia Flanagan, Anne Sack, Sr. Ann Marie, R.S.M., Jean Gunner, Suzanne Kramer, Mary Ann Wolking, Kathleen Addison, Maria Doepker, Anna Roth, Roberta Smith, Mary Ellen Beumer, Mary Lynne Radford, Jone Workman Couzins, Maria Curro, Margaret Meihaus, Ann Boehm.

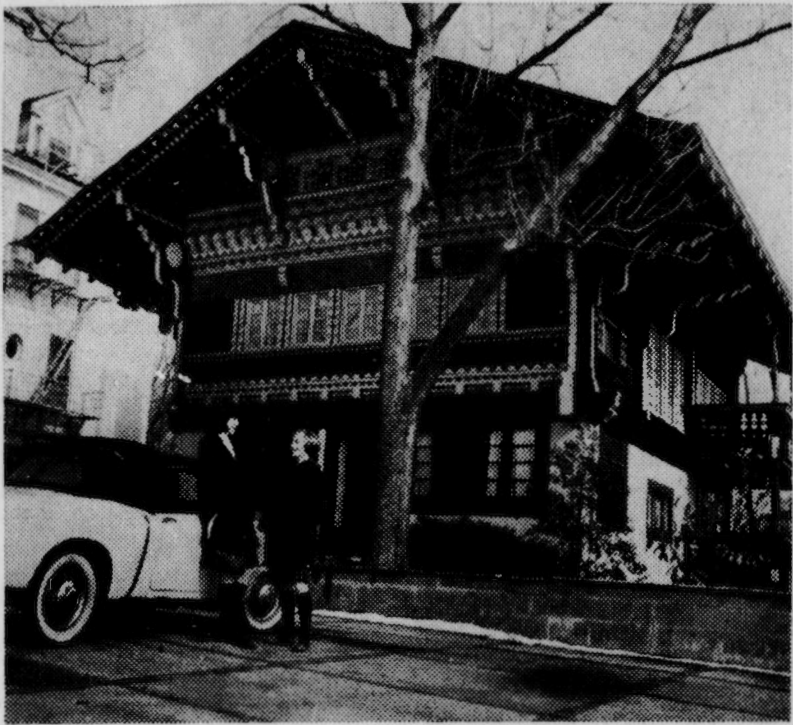
**Juniors**—Mary Cappel, JoAnn Franzen, Maura Higgins, Carolyn Kast, Linda Wheatley, Karen Wullenweber, Sr. Mary Paul, R.G.S., Sandra Bollinger, Diane Deller, Barbara Lyden, Catherine Gradel, Eileen Crosby, Sr. Judith Mary, R.S.M., Sr. Patricia Mary, R.S.M., Mary Ellen Littellmann, Sr. Mary Lucina, R.S.M., Sr. Mary Paulina, S.N.D., Marie Schnelle, Sr. Mary Dolores, R.S.M., Sue Voellmecke, Mary Lynne Yancey, Karen Greve, Linda Young, Margaret Beehan, Carole Knoerle, Charlene Lichtmann, Mary Obrien, Martha Washer.

**Sophomores**—Valeria Devine, Margaret Johnson, Elizabeth Lang, Shirley Pitzer, Carolyn Shough, Kathleen Sprengard, Mary Hessel-

brock, Cheryl Gambetta, Sandra Schlensker, Karen Sieve, Jo Ellen Baringhaus, Caroline Heekin, Lauretta Kosater, Elizabeth Pleiman, Carol Hall, Barbara Luken, Matilda Tanfani, Carolyn Kirschner, Mary Louise Pace, Barbara Hamilton, Danielle Lushek, Sr. Mary Earlene, R.S.M., Lois Lipps, Nancy Jackson, Patricia Meinerding, Kathleen Vance, Diane Manuel, Mary Wong, Margaret Hayes, Deborah Olsen, Mary Hilvert.

**Freshmen**—Susan Kocher, Barbara Hopkins, Catherine Peters, Carol Muething, Marilyn Young, Linda Auer, Marilyn Brummer, Patricia Danneman, Monica Humbert, Carol Jelen, Paula Thorman, Linda Ulm, Martha Weisenberger, Ann Wesseling, Kathleen Schnelle, Nancy Sullivan, Sharon Bates, Ardith Grote, Mary Meihaus, Grace Schwallie, Mary Ann Deak, Sandra Korfhagen, Nancy Cunningham, Nancy Emmerich, Mary Feltz.





Amazed to find a Swiss chalet right here in the American mid-west? Paulette Meyer and Kathy Thacker are delighted with Miss Hanna's chalet!

## Neighborhood Architecture Captures Students' Fancy

by Maggi Reuter

No member of the Arts Forum class could forget Mr. Kennedy's assertion that Walnut Hills is blossoming with exciting architecture. For this reason, THE EDGECLIFF has planned a spring hike, for any claustrophobic spelunkers who wish to view some variety of rock formation.

Beginning at Columbia Parkway and traipsing north, one is greeted by four Doric columns, crumbling a la Roma in a romantic setting of tangled vines. (The best thing about architecture is that you can relate it to what ever else you happen to be thinking. Philosophy? Whether standing or leaning, those columns are "being." Home Ec? I think they were once part of a grape arbor. Astronomy? The pillars are very picturesque when the moon is centered between them. Well, to continue . . .)

Run briskly up Kemper Lane and across the campus, pausing to note that Emery and McAuley are neo-romantic. Stop at the corner of Cypress and Ashland. The blue and white house is doubtlessly late Victorian, since it is exactly like Admiral Boom's in *Mary Poppins*. (Sorry, but this is what occurs to English and Education majors.) The house on the corner of Ashland and Upland is neo-dollhouse.

Trot up Upland. At the top of the hill on the left is an upper-middle English stucco. Notice the way the stones are shaped around the arches at the basement, with a keystone at the top. This is a Gothic arch in that it's pointed looking, but the keystone makes it Roman.

The house on the right is one of the most charming on the street, and also very difficult to classify. Since it is stucco, and has a beamed breezeway toward the river and a walled garden, it is probably English. But the tiles along the top of the wall and the way the roof is pitched is somehow oriental. There are two huge windows in the front with tiny round panes leaded together like bottles stacked on their sides. These are tinted green-blue, rather the color of coke bottles, in fact.

Assuredly the most astonishing sight in Walnut Hills is erected two houses past the corner at the top of Upland, on the right. Don't miss it. Here, in the center of the American mid-west is a true Swiss chalet. If you visualize it resting here, totally cut off from any other chalet by countless examples of Georgian, French Colonial, adobe, and American ticky-tacky, you understand why the Swiss are neutral.

The chalet is three stories high, with rows of painted designs

brightening its basic brown exterior. There are two balconies, on the right, one above the other, the railings cut out like children's snowflakes. The date 1892 is included in the decoration near the third floor windows, but that doesn't seem possible, for the house seems somehow modern in its very quaintness. The owners, perhaps as a gesture to amateur architect-hikers, have added a pair of genuine twentieth century, enamel objects d'arts to the front yard, which leave you standing discreetly in the center of the street, staring intently. They read, in stark, functional capitals, "No Trespassing."

## Nat'l Young Dems Protest War Policy; Edgecliff Dissents

Passing a resolution condemning President Johnson's policy in Viet Nam was the highlight of the College Young Democrats of America Convention held in Washington Jan. 26-29.

Nine young Democrats from Our Lady of Cincinnati participated along with 1000 other college students east of the Mississippi in discussing the policies and procedures of the Democratic Party and the federal government.

During a seminar on the Viet Nam War some of the participating students demonstrated against the present policy in Viet Nam. Since returning from the convention, Xavier's Young Dems have written a counter-resolution which Our Lady of Cincinnati's Young Democrats support, upholding the President's position about Viet Nam.

Government officials (such as,

### We Thank . . .

...the Academy for the theatre exchange tickets.  
...All those who worked hard preparing for the Carnival.  
...the library for the subscription to the *National Catholic Reporter*.

## Mr. Roehrig Directs Sacred Music

Mr. Helmut Roehrig, associate professor of music at Edgecliff, presented a concert of liturgical music at St. Gertrude's Church, Madeira, March 5. Directing a mixed chorus of 50 voices and a professional orchestra composed of members of the Cincinnati Symphony, Mr. Roehrig presented the Choral Cantata by Buxtehude and the Requiem by Cherubini. Cherubini composed the Requiem in 1816 as a memorial to Louis XVI, and it was praised by Beethoven and Schumann. The March 5 perform-

### Buse vs. Hogan:

## 'Why Philosophy on Catholic Campus?'

The following are summaries of the views expressed by Mr. Robert Buse, chairman of the philosophy department, and Mr. Donald Hogan, philosophy instructor, at an open debate February 1 on "The Role of Philosophy on the Catholic Campus." For the related views of a U.C. professor, see "Guesting" on page 2.

### Mr. Buse

Concerning these four questions vital to the issue, my opinions are as follows:

1. Is philosophy a meaningful study? Yes, because man historically has always sought for some transcendent meaning in life.

2. Does philosophy have a place in the curriculum of a Catholic College? Yes. Since Catholicism has definite truths to say about man's destiny, the Catholic College ought to teach a philosophy consistent with her theology.

3. Can a Catholic university teach a stated philosophy? If we are committed to preserve certain truths (of the Church) then we ought to have a philosophy consistent with our theology. However, we shouldn't put blinders on our students. By an exchange of various views, we can make more precise our own.

4. Should a Catholic college make philosophy a requirement? Yes. If we expose our students to theological truths, we ought to give them a philosophical basis for them. Requirement of philosophy is advisable, since few students would seek it on their own.

### Questions Posed

The debate was opened to questions from the floor.

Question: Can philosophy become just a mental exercise?

Mr. Hogan:

It can be merely that when we try to teach advanced notions to differing levels of students, to those with a lack of affinity to philosophy.

Mr. Buse:

If we scrap philosophy and call it simply a mental exercise, then we are going on the premise that, either the universe is unintelligible, or the human intellect cannot know the intelligibility in the universe—and I disagree with those premises.

Question: Can a secular university rightly affirm that the end of man is God?

Mr. Hogan:

Legally, it cannot. And ethically, it would be wrong for a secular university to say that belief in God is essential to this institution—nor can it deny belief.

Mr. Buse:

Possibly doesn't secular education shortchange the student when the realization of the existence of God as the end of man is not available in some area of the college?

### Require a Minor?

Question: What courses would you, Mr. Hogan, require in philosophy?

Mr. Hogan:

I would not require a minor. I would require a course in logic as a pattern of ordered thinking; an introductory course in the primary problems of philosophy; a study of specific problems—the nature of being, of truth, of good; and, under the theology department, a course in moral theology, using the teachings of the Church.

### Method or Content

Question: Should the subject matter of Thomism be taught as the basic philosophy?

Mr. Hogan:

We should avoid concentrating on the material content of Thomism and concentrate on methodology, a habit of looking at reality. For most students, this will be the most valuable benefit of philosophy in future years, since insights into reality take a lifetime and require the formation in college of the philosophic habit. We have been teaching content without method, making the students memorize it and hand it back without understanding the intrinsic consistency of the philosophy.

Mr. Buse:

There is an underlying relativism in the secular institution that commits itself only to a method and history of philosophy. I believe Catholic education is committed to certain truths which must be explicit in the content of our philosophy courses.

There are two ways of looking at philosophy—as a scientific study of the causes of things, or as the pursuit of wisdom. I mean to get away from that "search for wisdom" or "quest for meaning" idea.

## Notable Quotables . . . Claimed!

Mr. David Barrie, Drama  
Father William Vocke, History  
Mr. James Kennedy, Art  
Sister Mary Jane, English  
Robert Louis Stevenson  
Mr. Karl Fisher, Theology  
Dr. Charles Schare, Chemistry  
Friedrich Nietzsche

### Mr. Hogan

Both the Catholic and the secular universities try to prepare students for proximate and ultimate goals. This is the reason for both practical and humanistic courses in secular universities. If Catholicism says our ultimate goal is God, then our education ought to be essentially ordered that way. Our philosophy must be oriented toward man's end. But philosophy is not a "handmaid" of theology and we should not be giving merely a set of rational bases for Church teachings. The object of philosophy is to subject the mind to "useless," eternal truth—the unchanging truth of the world.

As Plato states, an affinity to philosophy leads to a reverence and devotion for truth. However, if the affinity is lacking, as it is in many, will not required philosophy lead to disrespect, not devotion, for truth? Also, the offering of philosophy en masse might discourage those who do have the affinity. We should not require traditional philosophy for the whole student body.

We have to present truths that can be systematized, certain conclusions resulting from the quest.

### Answers or Questions?

Question: Isn't this perhaps an imposition of conclusions on the students by the teacher?

Mr. Buse:

No. The student can still dissent. A range of other views should be presented to sharpen the professor's conclusions, and the student can, and often does, dissent and agree with these other views.

Mr. Hogan:

Yes, but the way these "other views" are sometimes presented puts them in a very poor light and leaves the student with the wrong impression that these were pretty stupid men.

Mr. Buse:

Some of the students get disappointed when we don't come to some conclusions in class. But then if we do, they say we're trying to foist it upon them. Now what do they want?

Question: Perhaps when there are no definite answers, it is only the questions we can raise?

Mr. Buse:

But the greatest complaint of students in secular institutions is that they never come to any conclusions or certainties in philosophy classes, only frustration. A Catholic educator has a responsibility to lead the student to certainties.

### Life a Mystery

Mr. Hogan:

I object to that. It can lead to the attitude that we must have an answer for every question. The basic point in philosophy is that we are just scraping away the barnacles from the mystery. Life itself is a mystery. The philosopher who can explain it all has just explained it away and he is doing a disservice to the student.

Question: Is the Catholic philosophy professor responsible to subtly diffuse his Catholicity throughout the philosophy courses?

Mr. Buse:

Catholic education should hold a philosophy consistent with Catholic theology. Some Catholics have a philosophy that is against their theology—relativism or skepticism. They have a kind of philosophic and spiritual schizophrenia, when their philosophy flies in the face of their theology.

Mr. Hogan:

The best way to discharge our obligation to teach good philosophy is to be moral ourselves. There is not a necessity that we give our students the feeling that we can give a concrete and absolute answer for every one of their questions. It takes a lifetime to answer these questions. That's why methodology is so important.